

## Exploring Expository Text



### Lesson Preparation

| Daily Lesson 4                                  | READING   |              |
|---|---|--------------|
|   | TEKS  | Ongoing TEKS |
| <b>Key Understandings and Guiding Questions</b> | E1.Fig19A,B<br>E1.9A,C<br>E1.15Ciii   |              |
| <b>Vocabulary of Instruction</b>                | <ul style="list-style-type: none"> <li>• Readers make connections in order to better understand themselves and the world around them by reading a variety of texts and genres.</li> <li>— How does making connections to a text impact understanding?</li> </ul>  |              |
| <b>Materials</b>                                | <ul style="list-style-type: none"> <li>• Organizational pattern</li> <li>• Critique</li> <li>• Opinion</li> </ul>   |              |
| <b>Attachments and Resources</b>                | <ul style="list-style-type: none"> <li>• Reader's Notebook (1 per student)</li> <li>• Teacher Reader's Notebook (1)</li> <li>• Short expository texts using a variety of organizational patterns (1 per group)</li> <li>• Example expository text from Daily Lesson 02</li> <li>• Chart paper (if applicable)</li> </ul>  |              |
| <b>Advance Preparation</b>                      | <ol style="list-style-type: none"> <li>1. Prepare to display visuals as appropriate.</li> <li>2. Select examples of expository texts which use a variety of organizational patterns. Use the example text from Daily Lesson 2 to model drawing a conclusion about the organizational pattern and information in the text.</li> <li>3. Prepare student-friendly definitions of the organizational patterns.</li> </ol> |              |
| <b>Background Information</b>                   | Critique – holds and/or expresses opinions, takes a position<br><br>Opinion – a personal belief, viewpoint, or judgment   |              |

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|----------------|---|
|                | <p>Organizational pattern – <b>the pattern an author constructs as he or she organizes his or her ideas and provides supporting details. Examples of commonly used patterns are cause and effect, problem and solution, description, and order of importance.</b></p> <p>This Instructional Routine partially assesses Performance Indicator: “<i>Write multiple reflections to include personal and world connections, thoughts, and responses to informational texts and media.</i>”</p>  |
| Teacher Notes  | <p>For an additional example of the difference between a summary and a critique, consider this football game example:</p> <p>Summary: A summary of a football game would include the statistics on particular players, the major plays, the points scored and any major incidents. (i.e., Quarterback, Joe Jones, completed 17 of 21 passes for a total of 295 yards and 4 touchdowns.)</p> <p>Critique: A critique of a football game might include comments and opinions from commentators, coaches and fans on particular players or aspects of the game. (i.e., Even though the statistics for quarterback, Joe Jones, show that he made 21 passes and completed 17 of them, his throws were sloppy and haphazard and all credit for the 4 touchdowns should be given to the receiver, Will Smith.)</p> |

## Instructional Routines

| Daily Lesson 4                | READING   |
|-------------------------------|---|
| <b>Duration and Objective</b> | <p>Suggested Duration: 50-60 min.</p> <p><u>Content Objective</u>: Students identify organizational patterns in an expository text and write a critique of the text that evaluates the effects of stylistic and rhetorical devices.</p>   |
| <b>Mini Lesson</b>            | <ol style="list-style-type: none"> <li>1. Remind students that in previous Daily Lessons, they have: 1) identified author's controlling idea, 2) distinguished between most important and less important details the author included, and 3) written summaries of the text capturing the main ideas.</li> <li>2. Display and discuss organizational patterns commonly used for expository text as students record the information in the Reader's Notebook. Ask: <b>Which organizational pattern did the author use in [previously read expository text]?</b> Discuss responses. Ask: <b>What conclusions can we draw about the information in the text?</b> Discuss responses. Guide students to understand that the inferences and conclusions they draw are many times their opinions of the information the author presents in the text.</li> <li>3. Use the example expository text from Daily Lesson 2 and 3 and identify the organizational pattern. Ask: <b>What conclusions can be drawn about the information the author presents?</b> Discuss responses.</li> <li>4. Ask: <b>What are the aesthetic effects of the author's use of stylistic and rhetorical devices?</b> Discuss with students, focusing on their opinions of how the stylistic and rhetorical devices affect meaning.</li> <li>5. Model writing a critique of the text, drawing attention to the textual evidence supporting students' opinions.</li> </ol> |
| <b>Learning Applications</b>  | <ol style="list-style-type: none"> <li>1. In <b>Collaborative Groups</b>, students identify the organizational structure of an expository text and draw a conclusion about the information presented.</li> <li>2. Students discuss the aesthetic effects of the author's use of stylistic and rhetorical devices, taking care to annotate their opinions.</li> <li>3. Students write a short critique of the expository text in the Reader's Notebook.</li> </ol>   |
| <b>Closure</b>                | <ol style="list-style-type: none"> <li>1. Ask: <b>What is the difference between a summary and a critique?</b> Discuss responses.</li> </ol>  |